

Exam Feedback

The good news: If you do better on the final exam than you did on the midterm exam the final exam grade will replace your midterm exam grade.

The final exam will have a similar structure (there may be a second essay question), but you will have 120 minutes rather than 75 minutes.

My large tip on how to do better: Focus on the history!

Primary Source Analysis

Notes on Grading

- I graded the sight unseen analysis more easily.
- The “summary” and “significance” were each worth five points

Common Issues

- Wrote too much taking time away from the essay
- Summary (all rare)
 - Unclear, incorrect, or missing
- **Problems with historical significance**
 1. General or vague
 2. Evaluative
 3. Wrong
 4. Too focused on the document or its author
 5. Not included

George Washington

Poor significances

- Religion was important to Americans at the time. (General and Vague)
- It's good that Washington was accepting of Catholics. (Evaluative)
- This document was a crucial influence on Americans increasing acceptance of Catholics. (Too focused on the document, wrong, and evaluative.)

Possible significances (not exhaustive)

- This document illustrates the way that religious toleration and liberty was becoming more accepted at the time of the American Revolution.
- This document shows how dependent Americans were on outside help during the American Revolution.
- This document illustrates how anti-Catholic many Americans were in the late 1700s.

Primary Source Analysis Tip

- Be explicit in structuring your response.
 - To summarize the document....
 - The significance of the document is....
- This indicates to me what your response is for each part.
 - Opens the possibility for partial credit
- This ensures that you actually do each part.
- Don't write a lot! It rarely helps, often hurts, and takes time away from the essay.

AMH 2010: Essay Issues

Poor organization (No paragraphs or paragraphs without a clear purpose. No logical progression in the essay.)

Gave only one or two points in support of your answer.

Discussed issues unrelated to the history asked about in the question (You connected the question to “today” or discussed issues that were from time periods outside of the scope of the question.)

Made assertions but did not back them up with evidence. (The American Revolution was radical because the government changed. [With no evidence given for the change.])

Evidence given was vague. (The American Revolution was radical because the government changed. For example, states wrote new constitutions. [Which states? What were they like?])

Gave evidence but did not make larger analytical claims that that evidence was illustrating.

Made erroneous claims about the history. (Slavery no longer existed in 1850.)

Results

- Grades: As, 16; Bs, 21; Cs, 16; Ds and Fs, 5
- Mean: 81
- Median: 84

The Paine(?) Slavery Document

Poor significances

- Americans were uncomfortable with slavery. (General and Vague)
- It's good that the author was criticizing slavery. (Evaluative)
- It's important to understand this document in the context that almost all Americans at the time thought slavery was fine. (Wrong)
- This document was an important factor in helping people see slavery was wrong. (Too focused on the document, wrong, and evaluative.)

Possible significances (not exhaustive)

- This document illustrates the way that the ideas driving the **American Revolution** began to challenge various structures of American society.
- This document shows how the rhetoric of **resistance to British policies** led some Americans to argue that slavery was wrong and should be abolished.